

Miami-Dade County Public Schools

Ada Merritt K 8 Center



2021-22 Schoolwide Improvement Plan

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Ada Merritt K 8 Center

660 SW 3RD ST, Miami, FL 33130

<http://adamerritt.dadeschools.net/>

Demographics

Principal: Carmen Garcia M

Start Date for this Principal: 6/7/2005

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	38%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (83%) 2017-18: A (85%) 2016-17: A (79%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	No	37%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Ada Merritt K-8 Center provides and supports a rigorous dual-language International Education Program that values and promotes the acquisition of a second language and embraces international perspectives and attitudes, through a unique and high-quality education for our unique and diverse community of learners.

Provide the school's vision statement.

Ada Merritt K-8 Center, a place where children always come first. Where high expectations and standards are the norms. A place where all staff members know we are here to serve children and serve each other.

Ada Merritt K-8 Center, a place where parents and other support systems are valued as we know we cannot do it all alone. A place where the study of languages and international perspectives are embraced and promoted. Ada Merritt K-8 Center, a place where our mission is to create a vibrant learning community, where the minds and hearts of all who enter are nurtured, developed, and respected.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Garcia, Carmen	Principal	As the primary leader in the building, the principal is a multi-task instructional leader whose roles include overseeing the effective implementation of the International Baccalaureate (IB) Program, creating and aligning systems to support learning and social-emotional development for all students, as well as observing and evaluating teachers based on district and state guidelines. Roles also include: establishing and monitoring the class schedules, implementing and monitoring overall school policies and safety protocols, and managing day-to-day logistics and budgets.
Jimenez, Nancy	Assistant Principal	This multi-task leader assists the school principal in overall school operations and implementation of the IB program. Roles also include communicating effectively with students and staff, dealing fairly with students, parents, and staff from diverse cultural background. This education professional may also address disciplinary concerns when necessary. The Assistant Principal helps schedule classes and school activities. Another responsibility is assessing the performance of teachers. She also assists the Principal with the use of data-based decision making, ensures that the school-based team is implementing the MTSS process. Oversees the fidelity and implementation of the intervention program and communicates with parent regarding progress.
Abdalah, Jessika	Teacher, K-12	Works collaboratively as a member of the school-based leadership team to review the fidelity of Titer 2 and Tier 3 intervention. This resource teacher provides support to students that show educational challenges. She also serves as ELL resource teacher and is responsible for providing ELL services and support to students and teachers. Ms. Abdala provides targeted and specific interventions with specific ELL strategies. She monitors all ELL data and paperwork to ensure compliance.
Sanchez-Jimenez, Jackeline	Teacher, K-12	As the Primary Year Program (PYP) coordinator, she ensures the continuity of the International Baccalaureate (IB) program. Roles also include: communicating with IB offices and sharing information related to the PYP with staff and parents, overseeing the school's admission process and student recruitment, monitoring the implementation and delivery of PYP, maintaining general administrative records and student records, participating in district-wide coordinators meetings, preparing students schedules (PYP), and monitoring student progress quarterly.
Hernandez, Yosvany	Teacher, K-12	As the Middle Year Program (MYP) coordinator, he ensures the effectiveness and implementation of the IB framework. Roles also include: being a member of the Curriculum Leadership Team, attending Middle School Leadership Team Meetings, overseeing the implementation and delivery of the MYP, communicating with IB offices and sharing information with school staff and parents, overseeing the school's admission process and student recruitment, maintaining general administrative records and student records, participating in district-wide coordinators meetings, preparing students schedules, monitoring student progress quarterly and keeping parents up to date on the academic progress of their children.

Demographic Information

Principal start date

Tuesday 6/7/2005, Carmen Garcia M

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

52

Total number of students enrolled at the school

777

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

3

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	77	101	97	78	80	97	89	79	80	0	0	0	0	778
Attendance below 90 percent	0	1	4	0	2	1	0	2	3	0	0	0	0	13
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	1	2	2	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Number of students with a substantial reading deficiency	0	2	17	16	2	3	7	11	8	0	0	0	0	66

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	1	2	0	0	0	0	3

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 9/9/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	83	82	70	85	96	94	83	83	90	0	0	0	0	766	
Attendance below 90 percent	1	4	0	2	1	0	2	3	4	0	0	0	0	17	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	1	2	0	0	0	0	3	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	2	2	0	0	0	0	0	6	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	1	1	0	0	0	0	0	2	

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	1	2	1	0	0	0	0	4	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				88%	63%	61%	89%	62%	60%
ELA Learning Gains				66%	61%	59%	74%	61%	57%
ELA Lowest 25th Percentile				72%	57%	54%	71%	57%	52%
Math Achievement				92%	67%	62%	94%	65%	61%
Math Learning Gains				77%	63%	59%	83%	61%	58%
Math Lowest 25th Percentile				76%	56%	52%	82%	55%	52%
Science Achievement				86%	56%	56%	89%	57%	57%
Social Studies Achievement				96%	80%	78%	91%	79%	77%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	80%	60%	20%	58%	22%
Cohort Comparison						
04	2021					
	2019	84%	64%	20%	58%	26%
Cohort Comparison		-80%				
05	2021					
	2019	82%	60%	22%	56%	26%
Cohort Comparison		-84%				
06	2021					
	2019	88%	58%	30%	54%	34%
Cohort Comparison		-82%				
07	2021					
	2019	96%	56%	40%	52%	44%
Cohort Comparison		-88%				
08	2021					
	2019	97%	60%	37%	56%	41%
Cohort Comparison		-96%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	85%	67%	18%	62%	23%
Cohort Comparison						
04	2021					
	2019	89%	69%	20%	64%	25%
Cohort Comparison		-85%				
05	2021					
	2019	92%	65%	27%	60%	32%
Cohort Comparison		-89%				
06	2021					
	2019	94%	58%	36%	55%	39%
Cohort Comparison		-92%				
07	2021					
	2019	98%	53%	45%	54%	44%
Cohort Comparison		-94%				
08	2021					
	2019	0%	40%	-40%	46%	-46%
Cohort Comparison		-98%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	86%	53%	33%	53%	33%
Cohort Comparison						
08	2021					
	2019	87%	43%	44%	48%	39%
Cohort Comparison		-86%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	96%	73%	23%	71%	25%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	92%	63%	29%	61%	31%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	54%	46%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

i-Ready Diagnostic AP1, AP2, and AP3

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	78.6	89.3	95.2
	Economically Disadvantaged	74.1	85.2	92.6
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	54.8	81.0	94.1
	Economically Disadvantaged	51.9	81.5	92.6
	Students With Disabilities			
	English Language Learners			
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	68.8	86.0	80.7
	Economically Disadvantaged	68.4	86.8	76.3
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	63.4	80.7	90.3
	Economically Disadvantaged	60.5	73.7	89.5
	Students With Disabilities			
	English Language Learners			100

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	57.6	76.1	81.5
	Economically Disadvantaged	60.0	60.0	80.0
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	52.2	79.4	87.0
	Economically Disadvantaged	46.7	76.7	90.0
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		34.8	
	Economically Disadvantaged		25.0	
	Students With Disabilities			
	English Language Learners		100	
Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	68.4	81.0	79.8
	Economically Disadvantaged	65.5	86.2	79.3
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	72.2	77.2	88.6
	Economically Disadvantaged	75.9	75.9	89.7
	Students With Disabilities			
	English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	80.5	80.5	81.7
	Economically Disadvantaged	81.1	83.8	78.4
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	70.7	75.6	85.4
	Economically Disadvantaged	67.6	73.0	83.8
	Students With Disabilities			
	English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students		81.9	
	Economically Disadvantaged		87.9	
	Students With Disabilities		66.7	
	English Language Learners		100	

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	87.2	82.6	84.9
	Economically Disadvantaged	80.7	83.9	66.7
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	77.9	82.6	81.4
	Economically Disadvantaged	71.0	74.2	64.5
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged		29.0	
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	64			45							
ELL	87	89	77	83	59	65	67	84			
HSP	87	79	62	83	57	56	77	88	86		
WHT	92	80	58	94	60		87	90	89		
FRL	87	82	64	80	55	57	67	86	78		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	64	62		71	77						
ELL	82	64	79	86	71	66	76	100	67		
HSP	87	66	71	91	78	76	84	95	91		
WHT	94	68	79	98	74		94	100	96		
FRL	81	58	67	87	74	72	82	95	88		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	64			82							
ELL	69	66	60	81	57	56					
HSP	87	73	68	94	83	83	89	89	96		
WHT	94	76	87	96	84	83	91	100	96		
FRL	84	75	74	90	82	76	85	91	93		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	76
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	83
Total Points Earned for the Federal Index	764
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	55
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	77
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	76
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	82
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	73
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The percentage of students proficient based on ELA i-Ready diagnostic results shows an increase across all grade levels except for Grade 8, when comparing the AP1 and AP2 iReady diagnostic results in ELA. The largest increase is shown in Grade 5 from 57.6% to 76.1% of students scoring proficient. Even though the trend shows an improvement, it is evident that in Grade 7 this increment is only 2 percentage point increase from 81.5% to 83.5% scoring proficient.

A similar trend is shown in Mathematics. The percentage of students proficient based on the Mathematics i-Ready diagnostic results when comparing AP1 and AP2 shows an increase across all grade levels. In Mathematics, the largest increase is shown in Grades 2 from 39.4% to 69.2%, which represents an increase of 29.8 percentage points. Even though the trend shows an improvement, it is evident that in Grade 6 this increment is only 5 percentage points increase from 72.2% to 77.2% scoring proficient.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2019 Data Findings

Based on the 2019 School Grade Components, the greatest need for improvement in both ELA and Mathematics is in the area of Learning Gains. Furthermore the L25 in Mathematics also indicates an area needing improvement.

Overall, the ELA Learning gains decreased from 74% in 2018 to 66% in 2019, which represents an 8% decrease. In Mathematics, Learning Gains decreased from 83% in 2018 to 77% in 2019, which represents a 6% decrease.

Mathematics L25% decreased from 82% in 2018 to 76% in 2019, which is a 6% decrease.

2021 Data Findings

Based on the 2021 School Grade Components, the greatest need for improvement is in the area of Mathematics including Learning Gains, L25, and overall Mathematics Proficiency. Furthermore the L25 in ELA also indicates an area needing improvement.

Overall Mathematics Proficiency decreased from 92% in 2019 to 85% in 2021, which is a 7% decrease.

The Mathematics Learning Gains decreased from 77% in 2019 to 58% in 2021, which is a 19% decrease.

The Mathematics L25 decreased from 76% in 2019 to 56% in 2021, which is a 20% decrease.

The ELA L25 decreased from 72% in 2019 to 62% in 2021, which is a 10% decrease.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The Differentiated Instruction (DI) was not consistently implemented. These results indicate a need to implement and monitor DI in order to increase the number of students making learning gains. For the last few years, we have been conducting quarterly data chats; however, there is a lack of consistency in teachers aligning the data analysis results to their instructional strategies. Furthermore, in Mathematics, the administration of Topic Assessments, and the use of their results to drive instruction were not consistent.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on the 2019 iReady AP1 and AP2 Diagnostic Comparison the following showed the most improvement:

Students scoring in Tier 1 on the iReady Diagnostic Assessment increased from 60% in AP1 to 73% in AP2 ELA.

Students scoring in Tier 1 on the iReady diagnostic Assessment increased from 44% in AP1 to 72% in AP2 Mathematics.

Based on the 2021 FSA School Grade Components, ELA Learning Gains showed the most improvement.

The ELA Learning Gains increased from 66% in 2019 to 79% in 2021, which is a 13% increase.

What were the contributing factors to this improvement? What new actions did your school take in this area?

In 2019 the contributing factors leading to this improvement was the effective DI implementation as well as the consistent utilization of data to drive Instruction. Additionally, collaborative planning and teacher-student data chat after every i-ready diagnostic provided focused and specific feedback on areas to improve.

In 2021 the contributing factors leading to this improvement was the extensive data analysis and teacher-student conferencing. Teacher training and turn-key training on a regular basis also contributed to an increase in the ELA Learning Gains.

What strategies will need to be implemented in order to accelerate learning?

To accelerate learning, it will be necessary to implement the extended hour program, which consists of providing tutoring to those students not showing adequate progress evidenced by iReady and Topic Assessments results. We will also keep implementing and monitoring the DI, interventions, and Data Chats. It is necessary to effectively implement data-driven instruction as a key strategy that allows teachers to use students' performance data to inform planning, delivery, and assessment. Furthermore, we will ensure an effective curriculum and resource utilization to maximize students learning. These resources include pacing guides, technology, and other supplemental resources.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Training will be provided on Data Analysis and how to align resources to small group instruction. As an International Baccalaureate (IB) school, professional development opportunities will be available to support the effective implementation of the program. Furthermore, training will be available by grade levels/department for those teachers who need additional assistance on navigating the i-Ready and Performance Matters Platform.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

An instructional schedule will be developed to promote horizontal collaborative planning by grade levels/MYP departments. Vertical planning will be available for teachers to articulate with other grade

levels. Extended learning opportunities will be provided through after-school tutoring and interventions.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Based on the 2019 and 2021 School Grade Components our school will implement the instructional practice of Differentiation. Analysis of the student data indicated an 8% decrease in ELA Learning Gains in 2019 and a 10% decrease in L25 in 2021.
Measurable Outcome:	If we successfully implement Differentiation, then our overall students' proficiency in ELA Learning Gain will increase by a minimum of five (5) percentage points as evidenced by the 2022 FSA ELA Assessment.
Monitoring:	The leadership team will participate in grade-level/Middle Years Program (MYP) departments meetings to review the progress of individual students not making adequate improvement in the standards.
Person responsible for monitoring outcome:	Carmen Garcia (pr3191@dadeschools.net)
Evidence-based Strategy:	We will use grade-level meetings and quarterly data chats to evaluate students' data specifically targeting those who did not make learning gains. In addition, i-Ready will be used to monitor progress as well as the Performance Matter Platform to assist in grouping students and guiding instruction.
Rationale for Evidence-based Strategy:	The grade level meetings offer a more personalized system to review ongoing data. Teachers are organized into grade levels, core-specific teams in which educators work to achieve a common goal. These teams meet in order to clarify essential learning for the units of instruction and create common assessments to monitor students' progress. Each team will collaborate and identify standards that need additional time and support and develop a plan of action to assist students exhibiting deficiencies.

Action Steps to Implement

8/30/21-10/11/21 Adhere to grade-level meeting schedules. Administration and Leadership Team will participate in grade level meetings to observe and facilitate in the development of Differentiated Instruction (DI) strategies.

Person Responsible Carmen Garcia (pr3191@dadeschools.net)

8/30/21-10/11/21 Conduct quarterly data chats with grade-level teachers to identify students in need of additional support. As a result, teachers will maintain their instructional grouping fluid and based on current needs.

Person Responsible Carmen Garcia (pr3191@dadeschools.net)

8/30/21-10/11/21 The Leadership Team will conduct classroom walkthroughs to observe the effective implementation of DI.

Person Responsible Carmen Garcia (pr3191@dadeschools.net)

8/30/21-10/11/21 Teachers will assign specific i-Ready lessons to target standard (s) being remediated based current data from iReady, Topic Assessments, and Teacher-Made tests.

Person Responsible Carmen Garcia (pr3191@dadeschools.net)

11/01/21-12/17/21 Provide Small Group Intervention Program to assist students with academic needs in ELA. This Intervention Program will be implemented to meet the cognitive needs of those students significantly below expectations.

Person Responsible Carmen Garcia (pr3191@dadeschools.net)

11/01/21-12/17/21 Facilitate individual teacher-student data chats with the ELA and Mathematics L25 students. Using data with students empowers them and allows them to take control of their learning.

Person Responsible Carmen Garcia (pr3191@dadeschools.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Based on the 2019 and 2021 School Grade Components, our school will implement the Standard-Aligned Instruction. Analysis of the student data indicated an overall Mathematics proficiency decrease of 7% in 2021. Mathematics L25 showed a decrease of 6% in 2019 and 20% in 2021. Mathematics Learning Gains showed a decrease of 6% in 2019 and 19% in 2021.

Measurable Outcome: If we successfully implement the instructional practice of Standard-Aligned Instruction, our overall proficiency level in Mathematics, students' Learning Gains, and students' in the L25 will increase a minimum of five (5) percentage points as evidenced by the 2022 FSA Mathematics Assessments.

Monitoring: Administrators/leadership team will monitor this area of focus through data chats by analyzing real-time data from i-Ready, Topic Assessments, teacher-made tests, and FSA scores. Discussions will include activities and strategies teachers have used to remediate and/or enrich students. During these meetings, discussions will take place as to which additional resources will be needed in the classroom to support the learning environment.

Person responsible for monitoring outcome: Carmen Garcia (pr3191@dadeschools.net)

Evidence-based Strategy: Teachers will implement data-driven differentiated instruction to support students not making adequate progress in Mathematics. Teachers will utilize their grade-level/department meetings to focus on Standard-Based Collaborative Planning.

Rationale for Evidence-based Strategy: Standard-Based Collaborative Planning improves collaboration amongst teachers and promotes learning. Lessons and units are improved when teachers work on them collaboratively. This collaborative planning will assist teachers in executing lessons based on the standards/learning targets and ensure that all student products and teaching techniques are aligned to the intended standards.

Action Steps to Implement

8/30/21-10/11/21 Administrators will conduct walkthroughs to check the effective implementation of Standard-Based Instruction. This form of data collection will be utilized to prompt dialogues on Standard-Based Instruction and provide specific feedback on walkthroughs.

Person Responsible: Carmen Garcia (pr3191@dadeschools.net)

8/30/21-10/11/21 Provide weekly planning time for Standard-Aligned Collaborative Planning. This will provide opportunities for peer learning among teachers, focusing on essential components to ensure success.

Person Responsible: Carmen Garcia (pr3191@dadeschools.net)

8/30/21-10/11/21 Provide a schedule that facilitates vertical planning. Providing the opportunity to collaborate amongst different grade levels/departments will allow teachers to articulate and narrow their focus on specific standards needing improvement.

Person Responsible: Carmen Garcia (pr3191@dadeschools.net)

8/30/21-10/11/21 Conduct Data Chats focusing on specific standards needing improvement. Scheduling Data Chats quarterly will enable teachers to narrow down the specific standard to be addressed. This will support teachers and administration to analyze student performance data and determine how that information will be used to drive future instruction.

Person Responsible Carmen Garcia (pr3191@dadeschools.net)

11/01/21-12/17/21 Provide opportunities, during weekly common planning time, for teachers to share best practices on how to close the learning gap and share best practices on how to incorporate the newly adopted District-wide Reading materials.

Person Responsible Carmen Garcia (pr3191@dadeschools.net)

11/01/21-12/17/21 The School Leadership Team (SLT) will conduct walkthroughs to monitor the effective planning and instructional delivery of the standards needing reinforcement. Specific feedback on walkthroughs will be provided to improve instruction.

Person Responsible Carmen Garcia (pr3191@dadeschools.net)

#3. Culture & Environment specifically relating to Teacher Attendance

Area of Focus Description and Rationale: The results of the 2020-2021 Climate Survey revealed the number of teachers with 10.5 + Days Absent was at 27% as compared to the 2019-2020 Climate Survey which was 17%. This revealed a 10 percentage point increase.

Measurable Outcome: If we successfully implement a Recognition Program to celebrate teacher attendance, teacher with 10.5 + days out will improve by a minimum of five (5) percentage points as evidenced in the 2021-2022 Climate Survey.

Monitoring: The school administrators will monitor this area of focus in order to achieve the desired outcome. To this end, a list of action steps will be developed and implemented throughout the school year. Action steps will consist of a recognition/reward program to celebrate those staff members with perfect attendance.

Person responsible for monitoring outcome: Carmen Garcia (pr3191@dadeschools.net)

Evidence-based Strategy: This area of focus indicates that we need to provide other forms of attendance recognition and incentives for our teachers. As a result, a decrease in teachers' attendance will be evident and consequently impact student achievement due to continuity.

Rationale for Evidence-based Strategy: A reward/recognition program must be implemented to highlight and celebrate those staff members who maintain perfect attendance. A well-implemented attendance recognition program keeps teachers inspired for dynamic growth and new achievements.

Action Steps to Implement

8/30/21-10/11/21 -Recognize teachers with Perfect Attendance quarterly by highlighting them and presenting Certificate of Recognition during Faculty Meeting. This will celebrate the accomplishments of those teachers present and will motivate others to follow.

Person Responsible Carmen Garcia (pr3191@dadeschools.net)

8/30/21-10/11/21 Recognize teachers with Perfect Attendance twice a year. Teachers meeting this criteria will be treated to breakfast. This will provide an incentive for teachers to continue on the path of Perfect Attendance.

Person Responsible Carmen Garcia (pr3191@dadeschools.net)

8/30/21-10/11/21 Highlight Perfect Attendance Teacher in our "Attendance H.E.R.O. (Here Everyday Ready On-time)" Bulletin Board.

Person Responsible Carmen Garcia (pr3191@dadeschools.net)

8/30/21-10/11/21 Attendance Challenge. Recognize the grade level/department with the highest percentage of attendance as a group quarterly.

Person Responsible Carmen Garcia (pr3191@dadeschools.net)

11/01/21-12/17/21 Teachers with quarterly perfect attendance will be entered in a raffle for a chance to win a gift certificate for a special treat. This will emphasize the importance of consistent teacher attendance.

Person Responsible Carmen Garcia (pr3191@dadeschools.net)

12/01/21-12/17/21 Highlight Perfect Attendance Teacher in our Staff Bulletin Monthly as well as in our "Attendance H.E.R.O. (Here Everyday Ready On-time)" Bulletin Board.

Person Responsible Carmen Garcia (pr3191@dadeschools.net)

#4. Leadership specifically relating to

Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

#5. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to the report obtained from safeschoolsforalex.org, Ada Merritt K-8 Center reported 0.13 incidents per 100 students. Our school falls into a low category when compared to all combination schools statewide. Ada Merritt ranked number 118 out of 313 combination schools statewide. Our primary area of concern mainly relates to disruptive behavior. The school will work on decreasing public order incidents to zero incidents. There is no secondary area of concern at this moment. Our area of focus for culture and environment is to improve teachers' attendance. We believe that if this desired outcome is achieved, students' disruptive behavior incidents will decrease due to continuity.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

As school culture, we strive to value every member of the school. We support each other, we communicate and value the opinion of others, and we realize that this is a two-way street (student to teacher, staff to parent, administrators to teachers, etc.). We view small successes as building blocks to create lasting change. We foster a positive culture in many ways such as newsletters, calendars, school events, data chats, leadership team meetings, and PD's.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The administrators provide strategic direction in the school and ensure the delivery of a comprehensive, high-quality education program to all students. Along with the members of the leadership team and teachers, administrators set and monitor the execution of the School Improvement Plan. Our counselors support every member of the school community. They listen to students' concerns regarding academic and social-emotional issues. Teachers are responsible for teaching the State Standards and setting high expectations for all students. They are also responsible for instilling international-mindedness as well as the International Baccalaureate (IB) Learner Profile in all students. Parents play an important role in the school community. In our school, parents are actively involved. They support the implementation of the IB program and help their children maximize their educational potential.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Teacher Attendance	\$0.00
4	III.A.	Areas of Focus: Leadership:	\$0.00
5	III.A.	Areas of Focus: -- Select below --:	\$0.00
Total:			\$0.00